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ABSTRACT

This paper addresses the potential value of language-related criteria for use in identifying ethnic minorities in the Netherlands. A description of the way the Dutch government defines ethnic minority groups is followed by a comparative outline of the use of language-related criteria in countries with a longer tradition of immigration (Australia, Canada, the United States, Great Britain, and Sweden). A study carried out in 1991 in the Netherlands explored both the feasibility of collecting data on home language use of school children (a survey study) and the value of home language-related criteria as possible determinants of ethnicity (a validation study). The survey study yielded questionnaire data on the ethnicity of 5,788 primary school students. Subject groups were identified as Mediterranean (Moroccan and Turkish children) and ex-colonial (Surinamese, Antillean, and Moloccuan children) for the validation study, in which they were interviewed in Turkish, Arabic, or Berber and were given a bilingual receptive vocabulary test. The results of the survey support the usefulness of five criteria (home language use, language proficiency, language choice, language dominance, and language preference) in the identification of children belonging to different ethnic groups. The validation study showed a high stability and consistency of home language use, language proficiency, and language choice. (Contains 24 references.) (JP)

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LANGUAGE-RELATED CRITERIA AS DETERMINANTS OF ETHNICITY. GOALS AND RESULTS OF A FEASIBILITY STUDY IN THE NETHERLANDS

ED 362 049

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1. Introduction

The concept of ethnic minorities commonly refers to group-bound characteristics in terms of language, culture or religion. For identifying ethnic minorities in the Netherlands language-related criteria are not applied in official statistics. In this contribution we want to discuss the potential value of language-related criteria.

We start out with a description of the way the Dutch government defines ethnic minority groups (Section 2), followed by a comparative outline of the use of language-related criteria in countries with a longer tradition of immigration (Section 3). In Section 4, the design of a feasibility study we have carried out in the Dutch town of Den Bosch is presented. The main aim of this home language survey (HLS) was twofold: (a) to investigate the feasibility of collecting data on home language use in an efficient way with a minimal burden on children and teachers at schools; (b) to investigate whether the collected data are reliable and useful, that is, to establish the (surplus) value of language-related criteria as possible determinants of ethnicity. The results are reported in Section 5. The main conclusions are summarized and discussed in Section 6.

2. Ethnic minority groups in the Netherlands

In Dutch governmental policy, a strong reluctance can in fact be observed to define ethnic minority groups. Traditionally, these groups have been listed rather than defined. Since the *Minderhedennota* (1983) of the Ministry of the Interior, the following groups have officially been taken into account:

- Moluccans;
- Surinamese and Antilleans;
- foreign workers and their families from Greece, Italy, former Yugoslavia, Cape Verdeans, Morocco, Portugal, Spain, Tunesia, or Turkey;
- gipsies;
- refugees.

A decisive factor in this list is socio-economic status. The Chinese community is explicitly excluded with the argument that it has not been shown that the Chinese have a comparably low socio-economic status. The focus on socio-economic status in determining ethnic minorities has led to an obvious underestimation of relevant ethnic parameters like language and culture. In spite

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2

of the rhetorics on the Netherlands as a multicultural and multilingual society, minority policy is in fact equalized to a policy on disadvantages and deficits. The above-mentioned list of ethnic minority groups is not based on ethno-cultural norms or values, nor does it take into account intergenerational processes that affect these norms and values. Moreover, the list may change, depending on particular areas of governmental policy. For example, in the field of primary education, home language instruction can be offered to the following target groups:

- children who have at least one parent of Moluccan origin;
- children of foreign workers from the Mediterranean countries mentioned above;
- children of refugees.

However, Antillean and Surinamese children (the official language in their country of origin being Dutch) and Chinese children are excluded from home language instruction. Moreover, instruction is limited to children whose parents came from abroad.

Apart from the definition of ethnic minority groups, their identification is a problematic area as well. On a yearly basis, official statistics are collected on those ethnic minority groups in the Netherlands which are the target groups of governmental policy. The trend studies carried out by the Rotterdam Institute of Socio-Economic Research and the Central Bureau of Statistics (CBS) include information on size, composition and spread. The traditional criteria applied are nationality and country of birth. However, there is growing evidence (cf. Roelandt et al. 1991) that there are serious problems with the applicability of these criteria in the identification of ethnic minorities. Firstly, nationality is not a useful criterion for those groups which possess the Dutch nationality due to the Dutch colonial past (e.g., Antilleans and part of the Surinamese) or due to processes of naturalization (e.g., part of the Moroccans and Turks). Secondly, country of birth is obviously no longer a useful criterion for descendants of immigrants who were born in the Netherlands.

Confronted with an increasing erosion of basic statistics, the Ministry of the Interior made a proposal for municipal data collection on ethnic minority groups based on the following list of questions (cf. Fernandes Mendes 1991):

1a *Wat is uw nationaliteit?*
('What is your nationality?)

1b *Was dit ook uw nationaliteit op 1 januari van dit jaar?*
('Was this also your nationality on January 1 of this year?')

2 *In welk land bent u geboren?*
('In which country were you born?')

3 *In welk land is uw vader geboren?*
('In which country was your father born?')

4 *In welk land is uw moeder geboren?*
('In which country was your mother born?')

5 *Tot welke bevolkingsgroep rekent u zich?*
('To which population group do you consider yourself to belong?')

Question 1 relates to a purely legally based type of identification. In combination, questions 2-4 would lead to identification of first and second generation immigrants, whereas question 5 would lead to identification based on self-definition. The latter question, however, met with serious objections from a variety of majority and minority organizations in the Netherlands, due to its subjective loading, the possibility of multiple self-categorization, and the potential misuse of the collected data.

The concept of self-definition in question 5 derives from experiences abroad in countries with a longer immigration history. It is interesting to note that the alternative or at least complementary criterion of home language use has not seriously been considered by the Ministry of the Interior, although it has been used in other countries as well.

Meanwhile, the Ministry of the Interior decided to restrict municipal data collection to questions 2-4 on country of birth (Dales 1992). The nationality criterion (questions 1a, 1b) was abandoned, because at least half of the relevant target population would have the Dutch nationality and because this criterion would be subject to change. At the same time, the Ministry recognized that the combined criterion of the country of birth of a person and his/her parents (questions 2-4) would lead to the identification of an increasingly smaller proportion of the relevant target groups over time (Dales 1992: 14-15). Moreover, it was admitted that in some cases other criteria would be relevant as well. In this respect, the criterion of home language use was explicitly referred to as relevant for educational planning (Dales 1992: 16).

In Table 1 we reproduce the first comparative population data in the Netherlands based on the criteria of nationality and country of birth of a person, his/her father, his/her mother, and a combination of these three criteria on country of birth (= origin).

	Identification by				
	NAT	CBS	CBF	CBM	Origin
Dutch	14 250 656	13 725 771	13 361 591	13 228 155	12 667 804
Greeks	4 456	5 236	7 535	5 455	9 200
Italians	16 745	14 134	27 185	16 114	31 403
Yugoslavians	12 824	14 475	19 275	20 594	24 232
Portugese	8 040	7 885	10 181	9 582	11 542
Spaniards	17 429	17 560	23 380	21 729	28 724
Turks	191 455	141 250	202 897	199 39[illegible]	205 898
Antilleans/Arubans	0	56 063	49 613	52 510	81 079
Surinamese	14 609	157 054	205 010	205 799	236 995
Cape Verdeans	2 341	7 957	11 956	11 848	12 254
Moroccans	147 975	115 488	164 058	159 657	167 810
Tunisians	2 441	2 647	4 040	2 944	4 606
Chinese	6 163	21 319	33 551	30 988	35 899
Vietnamese	5 194	7 170	7 901	8 110	8 735
Other	212 246	598 565	764 401	919 693	1 366 393
Total	14 892 574	14 892 574	14 892 574	14 892 574	14 892 574
Total excl. Dutch	641 918	1 166 803	1 530 983	1 664 419	2 224 770

Table 1 Dutch population according to different ways of identification January 1, 1990; NAT = subject's nationality, CBS = subject's country of birth, CBM = mother's country of birth, CBF = father's country of birth; Origin = combined criterion of CBS/CBM/CBF; source: Roelandt et al. (1991: 25)

The combined criterion of origin leads to a remarkable fall and rise in the number of indigenous and non-indigenous inhabitants of the Netherlands respectively, as compared to the nationality criterion. The number of minority groups which have not been specified in Table 1 can only be estimated globally and the criteria for these estimates are unclear. Roelandt et al. (1991: 31) present global estimates from 1987/88 on Moluccans (35,000), refugees (18,070), asylum seekers

(8,350) and gipsies (3,700). Recent estimates (1992) of the number of illegal residents in the Netherlands vary between 30,000 (Dutch Council of Churches) and 150,000 (Ministry of Justice).

3. Experiences in other countries

The definition and identification of ethnic minority groups is an area of investigation in several other countries with a longer and more intensive history of immigration. In the context of our study, we made a comparative analysis of experiences abroad in Australia, Canada, the USA, Great-Britain, and Sweden. These countries have a longstanding tradition of regular all-population censuses and school-population statistics in which language-related questions are included. Analyses of such large-scale, repeatedly collected demographic data on language use have become widespread in these countries and this field of research is commonly referred to as 'demolinguistics' (cf. De Vries 1989). In this paper we will only present a short outline of our comparative analysis. A detailed description can be found in Broeder et al. (1992).

Australia

Australia has a long-standing tradition of collecting all-population census data with an interval of 10 years. Special forms, written in English, are sent out and collected door-to-door on census day. The two most recent all-population surveys were held in 1976 and 1987. Both surveys contained language-related questions. The phrasing, however, was different:

1976: *Indicate all languages regularly used whether at home, at work, at school, when shopping, etc. Remember: many people may use more than one language - tick each language used regularly. If an Aboriginal tribal language is used, (....) write name of language. (English, Italian, Greece, German, Other)*

1986: *Does the person speak a language other than English at home? (No: speaks only English. If yes: please print language spoken).*
How well does the person speak English? (very well/well/not well/not at all)

Given the differences in phrasing, longitudinal comparison of the outcomes of the questionnaires is no easy enterprise (cf. Clyne 1991). However, the collected language data allow for various distributional analyses of such factors as geographical spread, generation, age, sex, and socio-economic status (cf. Clyne 1991, Romaine 1991). The Australian 1986 census data show that the major determinants of language maintenance versus shift relate to group spread, sex, and intra/inter-ethnic marriage. In addition, attitudes towards language, whether or not perceived as a core value of cultural identity, play a role (cf. Smolicz 1980). The least shift towards English emerges in Mediterranean Moslim and Catholic communities, whereas the Dutch show the strongest pattern of shift.

Canada

The first census in Canada was held in 1871. Since 1971, questionnaires are mailed with an extended explanation in English, and are to be remailed by the heads of households. Three language-related questions have been prominent over the years, again with differences in phrasing: (1) language proficiency in English and French, (2) the language first learned and still understood, and (3) the most frequently used home language. Since 1976, multiple responses have been allowed for 'first' language. In addition to the all-population census data and since 1985,

there has been a yearly sampling of more extended data with a randomly selected group of 10.000 persons of 15 and older. This so-called General Social Survey consists of an invariable core and a yearly changing focus. The 1986 General Social Survey in one of its themes focused on an extended list of questions on language use in the family and abroad. For a discussion of language-related questions in the Canadian census we refer to De Vries (1989).

USA

In the USA, the relevance and utility of language-related data in successive census questions have been analysed in various studies (e.g., Lieberson 1981, Veltman 1983, Fishman et al. 1985). With an interval of 10 years, census questions are mailed in urban areas and delivered personally in rural areas. The census includes questions on race, language, and ethnic origin. The questions on race and ethnic origin, which are conceived as different concepts by the American Census Bureau, are based on the principle of self-identification. Language-related questions have been included in the census since 1910. Two types of questions have been prominent over the years, i.e., (1) questions on home language use, and (2) questions on proficiency in English. Again, approaches of these concepts show large variation over time. Compare the following census questions on home language use:

1940: *What language was spoken in this person's home when he was a child?*
1970: *What language, other than English, was spoken in this person's home when he was a child?*
1980: *Does this person speak a language other than English at home? If so, what is this language?*

Whereas the 1940 and 1970 questions more or less explicitly referred to former use of languages other than English, the 1980 questionnaire focused on current language use.

Great Britain

Censuses in Great Britain have taken place with an almost unbroken interval of 10 years since 1801. The last 'census night' was in 1991 on April 21. Census questions plus explanations were available in ten different languages, apart from English and including Welsh and Scottish Gaelic. The questionnaires were delivered and collected personally by a so-called enumerator. A detailed historical description of the discussion on ethnicity/language-related questions in the British census is given by Sillitoe (1987). Identification of ethnic minority groups has been based traditionally on country of birth. The 1991 census for the first time included a question on 'ethnic group'. Language-related questions, however, only referred to proficiency in Welsh and Scottish Gaelic: *Does the person speak/read/write Welsh/Scottish-Gaelic?.*

Statistical information about ethnic minority groups in education has been collected in England since 1966, on the basis of country of birth of both pupils and parents. The utility and validity of the resulting evidence was so low, however, that data collection was abondoned in 1973 (DES Working Group 1986: 5). Since 1990, all English primary schools are expected to collect locally data on ethnic origin, religious affiliation, and mother tongue of their pupils at the start and end of schooling (i.e., at the ages of five and eleven) in January of each year. The parents are asked to provide the headmaster with this information in written or oral form. Both the ethnicity and mother tongue questions are formulated rather ambiguously. The concept of 'ethnicity' incorporates objective and subjective considerations, whereas 'mother tongue' is explained in terms of the language(s) spoken at home.

Apart from the collection of these data, Local Educational Authorities (LEA) have regularly held language surveys over the last decades (cf. Nicholas 1988). The Inner London Educational Authority (ILEA) has held such surveys at primary and secondary schools since 1978 with an interval of two years. Since 1981, the language question has been focused on speaking "a language other than, or in addition to, English at home". Over time a steady increase was found in the percentage of non-English home languages, ranging from 14% in 1981 to 23% in 1987. In the last ILEA survey, held in 1989, 184 languages were mentioned, 16 of which were spoken by more than 1000 children.

In addition to the LEA surveys, there have been complementary language surveys in London (cf. Rosen & Burgess 1980) and in a wider variety of districts. Of particular interest is the Linguistic Minorities Project (1985) in which 216.000 pupils were questioned about their home language. As part of the School Language Survey of this project, teachers directly addressed the following questions to each pupil individually:

(1) *Do you yourself ever speak any language at home apart from English?*
(2) *If so, what is the name of that language?*
(3) *Can you read that language?*
(4) *Can you write that language?*

In a secondary survey, pupils filled in a form with detailed questions on language use (e.g., what language, when, with whom, why?). Moreover, 2500 adults were asked to complete similar questions (156 in total!) with the help of local bilingual interviewers.

Sweden

In Sweden, all-population censuses are held every 5 years. The questionnaires are handled in Swedish and (re)delivered by post. Due to privacy considerations, as yet no questions have been included on language, ethnicity or religion. Identification of ethnic minority groups is based on country of birth (of person plus parents) and on nationality. Additional data, however, are collected every year in the context of education. Since the Home Language Reform of 1976, ethnic minority children are entitled to home language instruction and instruction in Swedish as a second language. The schools are responsible for the yearly collecting of data on:

- home language use (to be reported by the parents);
- need for home language instruction (to be indicated by the parents);
- proficiency in Swedish (to be judged on a global scale by the teachers);
- need for L2 Swedish instruction (to be indicated by the teachers).

In 1990, 129 different home languages were reported for 12% of the primary school children in Sweden, aged between 7 and 16, with Finnish, Spanish, and Arabic as the most frequently mentioned languages. For detailed reports on non-Swedish language use in Sweden we refer to Boyd (1985) and Ureland (1987).

Evaluation

The reported outcomes on language use of ethnic minority groups in the five countries discussed, derive from repeatedly held all-population censuses and/or large-scale surveys. They provide interesting evidence on the size and status of minority groups in a multi-ethnic society. Experiences in other countries reveal that the reliability and validity of the ethnic language profiles are restricted by at least the following factors (see also, e.g., Nicholas 1988 and Alladina 1993):

(1) The exact phrasing of the language-related questions shows large variation, both within and between countries.
(2) Reported evidence on language use is most commonly based on self-judgements rather than observed facts.
(3) Answers to questions on language use are potentially biased by a number of factors such as:
   - the language in which the questions are asked;
   - the ethnicity of the interviewer;
   - the perceived objectives of the questions;
   - the precoded listing of languages in the questionnaires;
   - the spirit of the time (which may or may not be favourable towards multiculturalism in society).

The seriousness of these restrictions varies according to the way and the scale of data collection. Small-scale empirical studies on observed language behavior may counterbalance bias effects by testing the validity of reported questionnaire-based data. Such small-scale studies are not an alternative to large-scale questionnaires, but they are a valuable complement. The combined collection of both reported and observed evidence on ethnic minority language use was aimed at in a feasibility study carried out in 1991 in the Netherlands.

4. The home language survey in the Netherlands

The main aim of the home language survey (HLS) was twofold:
(1) to investigate the feasibility of collecting data on home language use of school children in an efficient way and with a minimal burden on both the children and the teachers;
(2) to investigate the reliability and utility of the collected data, that is, to establish the (surplus) value of home language related criteria as possible determinants of ethnicity.

On the basis of this twofold aim, the design of the HLS was set up in two stages: a survey study and a validation study.

4.1. The survey study

In the first stage data were collected on a relatively large scale by using a restricted questionnaire which had to be filled in by primary school teachers for all children in their classes. Part of the questionnaire was inspired by the School Language Survey of the Linguistic Minorities Project carried out in Great Britain (see Section 3). The teacher first asked a screening question:

Screening: *Wordt er bij jou thuis ooit een andere taal dan Nederlands gebruikt?*
('Is any language other than Dutch ever spoken in your home?')

Only for those children who gave an affirmative answer, language-related questions were asked for the following domains:

Language variety: *Welke talen worden bij jou thuis gebruikt?*
('Which languages are used in your home?')

Language proficiency:	*Kun jij deze taal verstaan/spreken/lezen/ schrijven?* ('Can you understand/speak/read/write this language?')
Language choice:	*Spreek jij deze taal met je moeder/vader/ oudere broer(s) of zus(sen)/jongere broer(s) of zus(sen)?* ('Do you speak this language with your mother/father/elder brother(s) or sister(s)/younger brother(s) or sister(s)?')
Language dominance:	*Welke taal spreek jij het beste?* ('Which language do you speak best?')
Language preference:	*Welke taal spreek jij het liefste?* ('Which language do you like to speak most?')

In addition, the teachers collected the following information from all children in the class:

Self-definition:	*Tot welke bevolkingsgroep reken jij jezelf?* ('To which population group do you consider yourself to belong?')
Country of birth:	for the child, mother, and father.
Nationality:	for the child, mother, and father.

The HLS was carried out in Den Bosch, a city in the southern part of the Netherlands with about 90,000 inhabitants. The relative size and variety of ethnic minority groups in Den Bosch mirrors the composition of the total Dutch population quite well. In the survey study 31 primary schools participated. Data became available on 5788 children which is about 75% of the total primary school population of Den Bosch. The data reflect a representative sample according to suburb, age, schooltype (e.g., in terms of religious denomination), ethnic group, and gender of the children. A subsample of 1272 children (about 22%) was identified on the basis of at least one of the following criteria for ethnic group membership: country of birth or nationality of child, father or mother and home language use other than Dutch. Within this subsample five larger ethnic groups could be distinguished: Moroccans (N=428), Turks (N=190), Surinamese (N=146), Antilleans (N=56), and Moluccans (N=47). Moroccan and Turkish children will be referred to as the Mediterranean groups; Surinamese, Antillean and Moluccan children as the ex-colonial groups. These groups have been distinguished because Dutch has (had) a special status in the former Dutch colonies; the high status of Dutch and/or the special position of Dutch in the primary educational system in these countries may have (had) a positive effect on the Dutch language skills of these children. A substantial rest group consisted of children with a wide diversity of ethnic backgrounds (N=405).

4.2. The validation study

The aim of the validation study was to provide insight into (1) the stability of the reported ethnic criteria, including the language-related criteria, and (2) the validity of the reported language data. The focus was on the two largest ethnic groups, i.e., the Turkish and Moroccan children. In both cases, those children were selected who were at the start (ages 4-6) or at the end (commonly ages 10-12) of their primary school career. The Turkish group consisted of 67 children (32 young and 35 older children). The Moroccan group consisted of 141 children. The Moroccan children were oversampled in order to have enough children for a differentiation between Arabic speaking children (49 young and 33 older children) and Berber speaking children (26 young and 33 older

children).

The children were interviewed individually in Turkish, Arabic, or Berber by a native speaker of each of these languages. The interviewer used an extensive questionnaire with 89 questions. In addition to the questions of the survey study, this questionnaire also included more detailed questions on communication patterns and on language attitudes. If the child had problems understanding the questions in the ethnic group language, the interview was repeated in Dutch a few days later by a native speaker of Dutch.

In addition to the questionnaire, a bilingual receptive vocabulary test was administered in order to collect observed instead of reported data on the proficiency of the children in the pertinent minority language and in Dutch (the tests consisted of multiple choice items; cf. Verhoeven et al. 1990, Aarssen et al. 1992). The native Turkish/Moroccan interviewer administered the Turkish/Arabic version of the test; a few days later the Dutch version of the test was administered by a Dutch interviewer.

5. Results

5.1. The survey study

Ethnic identification on the basis of non-language criteria

On the basis of the answers recorded by the teachers for their children, the adequacy of the traditional ethnic identification criteria can be established. Table 2 gives the number of children identified through each of the non-language criteria.

	NAT	CBC	CBM	CBF	Origin	Self-definition
Moroccan N=428	339/404 84%	121/404 30%	381/416 92%	387/402 92%	404/414 98%	242/308 79%
Turkish N=190	150/176 85%	38/176 22%	168/180 93%	174/177 98%	178/181 98%	117/149 79%
Surinamese N=146	13/134 10%	14/142 10%	111/138 80%	108/129 84%	132/139 95%	31/108 29%
Antillean N= 56	(0/36) 0%	34/55 62%	46/55 84%	38/47 81%	54/55 98%	20/44 45%
Moluccan N= 47	2/40 5%	2/44 5%	20/43 47%	19/39 49%	27/38 71%	10/37 27%

Table 2 Ethnic identification on the basis of non-language criteria; NAT = child's nationality child, CBC = child's country of birth, CBM = mother's country of birth, CBF = father's country of birth, Origin = combined criterion of CBC/CBM/CBF

The first column in Table 2 gives the total number of children within each ethnic group. The table shows that for certain children information on a particular criterion is missing. Identification through nationality shows a high number of missing data for the Antilleans. Most Antillean children will have the Dutch nationality. Nevertheless, for 20 of the 56 children this information

was not recorded. Also for the identification through self-definition the amount of missing data is remarkably high. Teachers may have had negative feelings about this criterion and/or children may have had problems with self-identication, in particular younger children. Table 3 presents the coverage of the traditional identification criteria within each ethnic group.

	NAT	CBC	CBM	CBF	Origin	Self-defin.
Moroccan	+	-	++	++	++	+
Turkish	+	-	++	++	++	+
Surinamese	—	—	+	+	++	-
Antillean	—	0	+	+	++	0
Moluccan	—	—	0	0	+	-

Table 3 Coverage of non-language criteria; 0-10%=--, 10-30%=-, 30-70%=0, 70-90%=+, 90-100%=++

A clear pattern emerges in Table 3. The criterion of nationality is insufficient: only for the Moroccan and Turkish group was a fair number of children identified. The child's country of birth shows a low coverage for all ethnic groups because a large number of children belong to the second generation. The combined criterion of origin (i.e., either the child or one of the parents were not born in the Netherlands) seems to present a fairly complete picture. However, the low coverage for the Moluccan group indicates that this combined criterion will also be problematic for the identification of third and next generations. Finally, the criterion of self-identification does not seem to be an adequate alternative for nationality and country of birth. The coverage of identification through self-definition is limited and only a small number of children can be traced within the Surinam, Antillean and Moluccan groups.

Ethnic identification on the basis of language-related criteria

For the language profile of each child, five language-related criteria were applied which might have a potential value in the identification of ethnic group membership:

(1) Home language use: any other language than Dutch used at home.
(2) Language proficiency: the child is reported (by intervention of the teacher) to understand the language other than Dutch.
(3) Language choice: the child is reported to often speak the language other than Dutch with the mother;
(4) Language dominance: the child is reported to be more or equally fluent in the language other than Dutch;
(5) Language preference: the child is reported to have an equal or stronger preference for the language other than Dutch.

Table 4 gives the number of children identified within each ethnic group through each of five language-related criteria.

	Home language	Language proficiency	Language choice	Language dominance	Language preference
Moroccan N=428	416/428 97%	398/422 94%	316/422 75%	223/418 53%	218/412 53%
Turkish N=190	185/190 97%	174/186 94%	144/185 78%	101/183 55%	100/181 55%
Surinamese N=146	108/144 75%	84/135 62%	10/128 8%	9/137 7%	28/133 21%
Antillean N= 56	42/55 76%	37/53 70%	21/51 41%	19/54 35%	17/52 33%
Moluccan N= 47	42/47 89%	31/46 67%	10/44 23%	4/44 9%	14/41 34%

Table 4 Ethnic identification on the basis of the five language-related criteria

The outcomes in Table 4 show that the amount of missing data is much lower for the language-related criteria than for the earlier mentioned non-language criteria. The coverage of the language identification criteria within each group is given in Table 5.

	Home language	Language proficiency	Language choice	Language dominance	Language preference
Moroccan	++	++	+	0	0
Turkish	++	++	+	0	0
Surinamese	+	0	—	—	-
Antillean	+	+	0	0	0
Moluccan	+	0	-	--	0

Table 5 Coverage of language-related criteria; 0-10%=--, 10-30%=-, 30-70%=0, 70-90%=+, 90-100%=++

Table 5 shows that the criterion of home language use has the highest coverage, in particular for Moroccan and Turkish children. For the criteria of language proficiency and language choice, an interesting difference emerges between the Mediterranean and the ex-colonial groups. Proportionally more children within the Turkish and Moroccan groups report that they understand the language other than Dutch spoken at home and that they speak this language with their mother.

Important additional information is provided by the criteria of language dominance and language preference. As can be derived from Table 4, the percentages for reported language dominance and language preference (i.e., other than Dutch) have a comparable level within the Moroccan, Turkish and Antillean groups. However, within the Surinam and Moluccan groups relatively few children report dominance of the other language, compared to the number of children reporting that they prefer the other language.

A comparison of the coverage by the language criteria and the non-language criteria

shows that the best determinants of ethnicity are home language use and the combined criterion of origin. Of course, the successfulness of the latter criterion will by definition decrease as the number of third and next generation children increases. The complementary value of the two criteria can be established by extracting those children who are only covered by one of the criteria. The number of children with different outcomes on the criteria of home language use and origin is given in Table 6.

	Moroccan	Turkish	Surinamese	Antillean	Moluccan
Origin non-Dutch, Home language Dutch	11	4	36	13	11
Origin Dutch, Home language non-Dutch	10	3	7	1	10
Total	21	7	43	14	21

Table 6 Number of children with different outcomes on the criteria of home language use and origin

Table 6 makes clear that the criterion of origin cannot simply be replaced by the criterion of home language use. In addition, it is obvious that the criterion of home language use traces ethnic minority children which are outside the scope of identification through origin. This holds in particular for the Moluccans. Of all the groups under discussion, Moluccans have the longest migration history in the Netherlands.

5.2. The validation study

The validation study focused on those Turkish and Moroccan children who were at the start or end of their primary school careers. For both groups an extensive questionnaire and a bilingual vocabulary test were administered.

Stability of the ethnic identification criteria

The most direct way to discover a possible bias or instability in the data is to compare the responses in the survey study with the reponses to the same questions in the validation study. In this comparison two factors should be considered: (1) the number of children for which in one of the studies the pertinent information is missing, and (2) the number of children for which different responses have been recorded. The results of this comparison for the identification criteria are summarized in Table 7.

	Turkish children			Moroccan children		
	missing		shifts	missing		shifts
NAT	8	8	14%	16	18	14%
CBC	7	6	10%	9	29	22%
CBM	6	0	0%	10	7	5%
CBF	7	0	0%	13	6	5%
Origin	4	1	1%	8	6	5%
Self-definition	13	9	17%	43	16	16%
Home language	0	0	0%	0	1	1%
Language proficiency	2	3	5%	1	3	2%
Language choice	2	9	14%	4	29	21%
Language dominance	5	7	11%	3	45	33%
Language preference	6	17	28%	5	59	43%

Table 7 The number of missing values and number of shifts in comparing the ethnic identification criteria in the survey and the validation study

The first remarkable conclusion that can be drawn from Table 7 is that even the objective non-language criteria exhibit some instability. This holds in particular for nationality and country of birth. A further analysis of these criteria shows that the difference is mainly caused by the youngest children. Also the criterion of self-identification shows instability.

In contrast, ethnic identification through home language use and language proficiency is strikingly consistent. Only 1 child and 6 children respectively did not have the same response in the survey study as compared to the validation study. For the other three language criteria, i.e., language choice, dominance and preference, less stable response patterns emerge. Our assumption is that the number of different reponses for language choice has affected by the differences in type of data collection. The strong variability in the responses for language dominance and language preference needs further analysis and observations.

The bilingual receptive vocabulary test

For the youngest children in grades 1/2 the vocabulary test developed by Verhoeven et al. (1990) was used. There were three versions of the test: a Turkish version for the Turkish children, an Arabic version for the Moroccan children, and a Dutch version for both groups. The test consisted of 60 items (multiple choice of content words). The results for the Turkish and Moroccan children in grades 1/2 are summarized in Table 8. The Moroccan children are divided into Arabic vs. Berber speaking children.

Grades 1/2	Turkish N= 29		Moroccan N= 67		Arabic N= 45		Berber N= 22	
	Turkish	Dutch	Arabic	Dutch	Arabic	Dutch	Arabic	Dutch
% correct	71	51	51	55	65	58	24	50
t value	5.67***		−1.03		1.42		−4.94***	
correlation	.44*		.24		.02		.41	

Table 8 Outcomes of the bilingual receptive vocabulary test for Turkish and Moroccan children, grades 1/2; * p<.05, ** p<.01, *** p<.001, two-tailed

For each group, the mean percentages of correct items on the vocabulary test are given in Table 8. A statistical test (*t* test) shows that the Turkish children in grades 1/2 have Turkish as their dominant language. There is a significant difference between their Turkish and Dutch language proficiency. Also the Arabic children seem be dominant in Arabic, but the difference between their Arabic and Dutch language proficiency is not significant. The Berber children are more proficient in Dutch than in Arabic; for them, Dutch is most commonly the second language, while Arabic remains a foreign language. An analysis of variance provides no significant differences in Dutch language proficiency between the three ethnic groups in Table 8.

A statistical analysis through the correlation coefficient evaluates the relationship between the language proficiency in Turkish/Arabic and in Dutch. Table 8 shows that there are no negative correlations. For the Turkish children there is even a significant positive correlation. In general, these correlations suggest that a high proficiency in one of the languages does not correspond with a low proficiency, but with a high proficiency in the other language.

For the older children in grades 7/8 the receptive vocabulary test developed by Aarssen et al. (1992) was used. Again, there was a Dutch, Turkish and Arabic test version. The test consisted of 36 items (content words). The test results for the Turkish, Arabic and Berber children in grades 7/8 are summarized in Table 9.

Grades 7/8	Turkish N= 35		Moroccan N= 55		Arabic N= 33		Berber N= 22	
	Turkish	Dutch	Arabic	Dutch	Arabic	Dutch	Arabic	Dutch
% correct	71	82	74	87	81	92	64	80
t value	−3.31**		−4.80***		−4.89***		−2.68*	
correlation	.00		.47***		.17		.44*	

Table 9 Outcomes of the bilingual receptive vocabulary test for Turkish and Moroccan children, grades 7/8; * p<.05, ** p<.01, *** p<.001, two-tailed

A clearly different pattern emerges in Table 9 for the Turkish and Moroccan children in grades 7/8. Compared with the children in grades 1/2, a remarkable shift in language dominance can be observed. The *t* values for the Turkish, Arabic, and Berber group indicate a clear dominance of Dutch.

The correlation coefficients between the Dutch version and the Turkish/Arabic version of the vocabulary test again show positive values. For the Moroccan group as a whole as well as as for the Berber subgroup there is even a significant positive relation. This implies that also for the older Turkish and Arabic children there is no negative relation between their language proficiency in the two languages.

The results of the children in grades 7/8 can be compared to the findings of Aarts et al. (1992) who used the same vocabulary test with children in grade 8. Moreover, they investigated possible differences in language proficiency between Turkish/Moroccan children in the Netherlands and in Turkey/Morocco. Table 10 presents the mean scores of correct responses for the Turkish and Moroccan children in Turkish and Arabic respectively.

Turkish children		
Turkey N=274	Netherlands N=263	Den Bosch N= 35
83.10	74.66	70.86
Moroccan children		
Morocco N=242	Netherlands N=222	Den Bosch N= 55
81.67	59.61	73.89

Table 10 Comparison of the Turkish and Arabic proficiency outcomes of Aarts et al. (1992) and the present study on the receptive vocabulary test

Although the Turkish and Arabic children in grades 7/8 appear to be dominant in Dutch (see above Table 9), the figures in Table 10 show that the non-Dutch proficiency of the Arabic and Turkish children in Den Bosch is comparable to the level found by Aarts et al. (1992) in a much larger sample of Arabic and Turkish children in the Netherlands. In addition, the data show that the proficiency level in the Netherlands is lower for Turkish and Moroccan children in comparison to their peers in the countries of origin. This difference is, however, relatively small, given the differences in context of acquisition.

Reported and observed language use

For the Turkish and Moroccan-Arabic children the scores on the vocabulary test can be compared with their reported language proficiency in Dutch and Turkish/Arabic. This comparison cannot be made for the Berber children. Only for the Moroccan-Arabic children can Arabic be regarded as an ethnic group language. The following language criteria were used:

(1) language proficiency in Dutch (i.e., degree of understanding),
(2) language proficiency in Turkish/Arabic (i.e., degree of understanding),
(3) language choice (in interaction with the mother),
(4) language dominance,
(5) language preference.

For the operationalization of these language criteria we refer to Section 4.2. The results of a comparison between observed and reported language use are given in Table 11.

Grades 1/2	Proficiency					
	Turkish children N= 27		Arabic children N= 45		Total group N= 72	
	EL	DU	EL	DU	EL	DU
Reported language criteria						
Understanding DU	.43	.60*	−.20	.48*	−.11	.55*
Understanding EL	.23	.23	.29	.05	.29*	.06
Language choice	.13	.24	−.52*	.16	−.51*	.18
Language dominance	−.11	.08	.28	−.10	.15	−.11
Language preference	−.09	.02	.10	−.01	.12	−.10
Grades 7/8	Proficiency					
	Turkish children N= 35		Arabic children N= 33		Total group N= 68	
	EL	DU	EL	DU	EL	DU
Reported language criteria						
Understanding DU	−.17	.30	.10	.37	.12	.48*
Understanding EL	.27	−.14	.29	.22	.37*	.17
Language choice	−.60*	.33	.22	.22	−.19	.28
Language dominance	.26	−.38	.14	−.47*	.00	−.48*
Language preference	.33	−.37	.06	−.36	.03	−.49*

Table 11 Correlations between language criteria as reported by the childen and their observed language proficiency in the bilingual receptive vocabulary test; EL = ethnic language, DU = Dutch; * p<.01, one-tailed

Although the overall correlations are not high, a number of significant correlations between the observed test scores and the reported language criteria show up in Table 11. For both language proficiency in Dutch and language proficiency in Turkish or Arabic a positive correlation between reported and observed data can be noted. The criteria of language dominance and language preference lead to a differentiation between younger and older children. For grades 7/8, language dominance and preference in favour of Turkish/Arabic corresponds with lower Dutch proficiency scores. This effect does not emerge for the children in grades 1/2.

6. Conclusions and discussion

The presented evidence on ethnic minority children in the Netherlands is new from the perspective of *comparative* evidence on:

* language-related vs. non-language identification criteria;
* Mediterranean vs. ex-colonial groups;

* reported vs. observed language behaviour.

The common criteria for ethnic minority groups in the Netherlands are not based on language, but on nationality and country of birth (of child and/or parents). Both criteria will show erosion over time. In the survey study the combined criterion of origin still provided an acceptable coverage. However, with third and next generations this criterion will also be insufficient. This erosion effect was clearly observed for the ex-colonial groups. An acceptable alternative is not provided by identification through self-definition. This criterion elicited negative reactions by teachers and children, and the amount of missing data is substantial.

A review of experiences in countries with a longer immigration history shows that language-related criteria can be applied successfully in both general and school population surveys. A critical point is the precise formulation of specific language-related questions. In the Home Language Survey presented in this study a broad variety of language-related questions was used. Five criteria were specified, i.e., home language use, language proficiency, language choice, language dominance and language preference. The results of the survey study support the usefulness of these criteria in the identification of children belonging to different ethnic groups. Home language use has the highest coverage, which is similar to the coverage gained with identification through the combined criterion of origin.

The survey study clearly points out the complementary value of identification through home language use. On the basis of home language use a number of ethnic minority children could be traced that were not covered by the combined criterion of origin. In particular within the Moluccan group, which is the group with the longest immigration history in the Netherlands, the identification of children through home language use was successful. With the increase of third generation children, the value of the home language criterion will increase and will become indispensable as a complement to identification based solely on country of birth.

The validation study, in which a subsample of the Turkish and the Moroccan groups was studied, showed a high stability and consistency of three language-related criteria, i.e., home language use, language proficiency, and language choice. In this respect the validity study points at the adequacy and efficiency of the survey study. Language-related identification criteria reported by the child and recorded by the teacher provide a valid and reliable picture of the size and variety of ethnic minority children. The variation found for the other two criteria, i.e., language dominance and language preference, needs further investigation.

The results of the language survey in Den Bosch offer promising evidence on the value of the home language criterion for the identification of different ethnic groups in school population statistics. Data derived from this criterion should be considered as prerequisites for answering basic policy questions about home language instruction. Recently, at the request of the Ministry of Education, a report was written by the CALO (1992) with new proposals with respect to the educational policy on ethnic minority children in the Netherlands. In the domain of home language instruction, the CALO proposal is to leave aside the current criteria based on country of origin and generation, and to allow instruction for all children who make use of another language at home, apart from or instead of Dutch, in contact with at least one of the parents. The CALO proposal is a clear illustration of the value of large-scale data on home language use for educational planning.

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Taalsurvey 's-Hertogenbosch
1991/1992

KUB Tilburg
GOAC 's-Hertogenbosch

Toelichting

Het verzamelen van betrouwbare informatie over de omvang, samenstelling en spreiding van groepen allochtone leerlingen wordt steeds moeilijker. De traditionele identificatiecriteria, nationaliteit en/of geboorteland, zijn hiervoor steeds minder bruikbaar. Afgezien van het feit dat sommige groepen de Nederlandse nationaliteit hebben, treden onder tweede en volgende generaties naturalisaties op en vervalt de geboorteplaats als relevant criterium.

Achtergrondgegevens over thuistaalgebruik van leerlingen uit etnische minderheidsgroepen kunnen worden beschouwd als belangrijke indicatoren voor het lidmaatschap van een specifieke etnische groep. Dergelijke gegevens zijn essentieel voor beleidsvragen omtrent de inrichting van het onderwijs. Met het criterium thuistaalgebruik kunnen bovendien relevante, maar vooralsnog onderbelichte etnische groepen in beeld worden gebracht.

Deze taalsurvey wordt uitgevoerd om voor uw school de variatie in het thuistaalgebruik van allochtone leerlingen te inventariseren. Worden bij de leerling thuis andere talen gebruikt dan Nederlands of andere talen naast Nederlands?

De gegevens uit deze taalsurvey zullen volledig leerling/school-anoniem worden verwerkt en gepresenteerd zodat de vertrouwelijkheid optimaal gewaarborgd is.

Wij danken U zeer voor Uw medewerking.
Voor vragen of nadere toelichting kunt U terecht, donderdags op het G.O.A.C. (073-421225) en alle andere dagen op de KUB (013-662668).

dr. Peter Broeder
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HET AFNEMEN VAN DE VRAGENLIJST

U dient de vragen aan alle leerlingen individueel voor te leggen (niet klassikaal).

TOELICHTING BIJ ENKELE VRAGEN

VRAAG 8 EEN ANDERE TAAL DAN NEDERLANDS?
Met deze vraag gaat U na of de leerling thuis ooit een andere taal dan Nederlands gebruikt. Met "een andere taal dan Nederlands" worden niet dialecten of regionale variëteiten van het Nederlands (afgezien van het Fries) bedoeld. Alleen aan de leerlingen die op vraag 8 met "ja" antwoorden stelt U vervolgens nog enkele aanvullende vragen.

VRAAG 9 NAMEN VAN DE TALEN?
Bij deze vraag noteert U de namen van de talen. Het kan zijn dat de leerling in eerste instantie de naam van een land noemt waar meerdere talen worden gesproken. Als de leerling bijvoorbeeld zegt "Marokkaans" dient U na te gaan of in de gezinssituatie Marokkaans-Arabisch of Berbers wordt gebruikt. Wees erop bedacht dat leerlingen uit eenzelfde land verschillende talen kunnen spreken en elkaar onderling niet hoeven verstaan in deze talen. Onderstaand overzicht uit 1986 geeft U een globale schatting van enkele in Nederland gesproken etnische groepstalen en hun sprekers.

VRAAG 14 BEVOLKINGSGROEP?
Het antwoord op deze vraag hoeft niet overeen te komen met de nationaliteit of het geboorteland van de leerling/ouders (hoewel dat uiteraard wel kan). Het gaat erom dat U aangeeft tot welke bevolkingsgroep de leerling, naar zijn/haar eigen mening, behoort. Anders gezegd: met welke groep voelt de leerling zich het meest verbonden? In het geval de leerling zich tot twee groepen rekent kunt U dat ook aangeven.

LAND	TAAL	SPREKERS
Suriname	Sranan Tongo	87.000
	Sarnami Hindi	70.000
	Javaans	20.000
	Hakka	10.000
	anders	23.000
Marokko	Marokkaans Arabisch	24.000
	Berbers	49.000
Turkije	Turks	119.000
	Koerdisch	7.000
	Turoyo	2.000
	Aramees	1.500

LAND	TAAL	SPREKERS
Zd-Molukken	Moluks Maleis	40.000
Spanje	Spaans	26.000
	Gallicisch	2.000
Italië	Italiaans	24.000
Ned. Antillen	Papiamento	30.000
	Westindisch Engels	1.000
Vietnam	Vietnamees	3.100
	Hmong	1.100
China	Kantonees	26.000
	Anders	2.000

Taalsurvey 's-Hertogenbosch
1991/1992

KUB Tilburg
GOAC 's-Hertogenbosch

U dient de vragen individueel aan alle leerlingen voor te leggen (niet klassikaal).

BASISGEGEVENS	
1. School:	
2. Leerkracht:	
3. Jaargroep:	
4. Voornaam: 5. Achternaam:	
6. Geslacht:	jongen / meisje *(omcirkel)*
7. Geboortedatum:	

8. Wordt bij jou thuis ooit een andere taal dan Nederlands gebruikt? *(zie toelichting)*	ja ---> ga verder met vraag 9-13: TAALPROFIEL *(omcirkel)* nee ---> ga verder met vraag 14: BEVOLKINGSGROEP

TAALPROFIEL	TAAL 1	TAAL 2	TAAL 3
9. Welke talen worden bij jou thuis gebruikt? *(geef de namen van de talen, zie toelichting)*			
(indien van toepassing, omcirkel)			
10. Kun jij deze taal			
verstaan?	ja nee	ja nee	ja nee
spreken?	ja nee	ja nee	ja nee
lezen?	ja nee	ja nee	ja nee
schrijven?	ja nee	ja nee	ja nee
11. Spreek jij deze taal			
met je moeder?	vaak soms nooit	vaak soms nooit	vaak soms nooit
met je vader?	vaak soms nooit	vaak soms nooit	vaak soms nooit
met oudere broers/zussen?	vaak soms nooit	vaak soms nooit	vaak soms nooit
met jongere broers/zussen?	vaak soms nooit	vaak soms nooit	vaak soms nooit
12. Welke taal spreek jij het beste?			
13. Welke taal spreek jij het liefste?			

BEVOLKINGSGROEP	
14. Tot welke bevolkingsgroep reken jij jezelf? *(zie toelichting)*	

GEBOORTELAND (GEB.) en NATIONALITEIT (NAT.)	15. Leerling		16. Moeder		17. Vader	
	GEB.	NAT.	GEB.	NAT.	GEB.	NAT.
Nederland						
Aruba						
België						
Bondsrepubliek Duitsland						
China (Volksrepubliek)						
Griekenland						
Groot-Brittannië						
Italië						
Joegoslavië						
Kaapverdische eilanden						
Marokko						
Nederlandse Antillen (excl. Aruba)						
Portugal						
Spanje						
Suriname						
Tunesië						
Turkije						
Verenigde Staten van Amerika						
Vietnam						
Staatloos						
Ander land, te weten:						
Onbekend						

Ruimte voor opmerkingen:

level 1 test 108

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] burn	2 [ ] development	3 [ ] birth
4 [ ] way	5 [ ] straight	6 [ ] book
7 [ ] condick	8 [ ] paper	9 [ ] soil
10 [ ] tall	11 [ ] close	12 [ ] get
13 [ ] refer	14 [ ] attunative	15 [ ] life
16 [ ] human	17 [ ] pocock	18 [ ] often
19 [ ] practicate	20 [ ] motivize	21 [ ] down
22 [ ] half	23 [ ] enough	24 [ ] mealing
25 [ ] proud	26 [ ] fire	27 [ ] example
28 [ ] tidy	29 [ ] churchlow	30 [ ] alone
31 [ ] poem	32 [ ] job	33 [ ] pilbean
34 [ ] sing	35 [ ] tube	36 [ ] man
37 [ ] multiply	38 [ ] try	39 [ ] windle
40 [ ] flower	41 [ ] country	42 [ ] late
43 [ ] president	44 [ ] seward	45 [ ] impelirous
46 [ ] member	47 [ ] farinize	48 [ ] season
49 [ ] contemporize	50 [ ] haime	51 [ ] baby
52 [ ] defunctionary	53 [ ] lediard	54 [ ] froment
55 [ ] adlamate	56 [ ] stay	57 [ ] rise
58 [ ] certain	59 [ ] westfold	60 [ ] stimulcrate

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 109

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure,
write N (for NO) in the box.

1 [ ] dog	2 [ ] arm	3 [ ] powling
4 [ ] steam	5 [ ] invent	6 [ ] empty
7 [ ] leaf	8 [ ] damage	9 [ ] scissors
10 [ ] tap	11 [ ] pig	12 [ ] real
13 [ ] albucolic	14 [ ] truth	15 [ ] boil
16 [ ] seclunar	17 [ ] here	18 [ ] gamage
19 [ ] haime	20 [ ] todd	21 [ ] randle
22 [ ] marry	23 [ ] asslam	24 [ ] fair
25 [ ] run	26 [ ] floralate	27 [ ] sorry
28 [ ] wedding	29 [ ] line	30 [ ] cundy
31 [ ] diplosaur	32 [ ] passenger	33 [ ] possumate
34 [ ] coat	35 [ ] birth	36 [ ] tube
37 [ ] bucket	38 [ ] follow	39 [ ] snake
40 [ ] govern	41 [ ] cunnion	42 [ ] hospital
43 [ ] atribus	44 [ ] sit	45 [ ] quite
46 [ ] add	47 [ ] mainwaring	48 [ ] city
49 [ ] fix	50 [ ] mouth	51 [ ] cordonize
52 [ ] maltass	53 [ ] different	54 [ ] nose
55 [ ] louvrage	56 [ ] hypodemical	57 [ ] measure
58 [ ] pretend	59 [ ] whaley	60 [ ] thirsty

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 110

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] wallage	2 [ ] greenaway	3 [ ] rather
4 [ ] foot	5 [ ] look after	6 [ ] trust
7 [ ] hallett	8 [ ] hear	9 [ ] causticate
10 [ ] west	11 [ ] pencil	12 [ ] assuasion
13 [ ] hospite	14 [ ] roof	15 [ ] group
16 [ ] insect	17 [ ] farm	18 [ ] open
19 [ ] prowt	20 [ ] price	21 [ ] savourite
22 [ ] polythetic	23 [ ] garrisotte	24 [ ] birth
25 [ ] share	26 [ ] roy	27 [ ] school
28 [ ] come	29 [ ] hold	30 [ ] sound
31 [ ] difficulty	32 [ ] turn	33 [ ] mountain
34 [ ] edge	35 [ ] smell	36 [ ] misabrogate
37 [ ] andow	38 [ ] abandonate	39 [ ] taste
40 [ ] cruel	41 [ ] child	42 [ ] cat
43 [ ] divide	44 [ ] doubtly	45 [ ] thin
46 [ ] own	47 [ ] expensive	48 [ ] sloggett
49 [ ] strange	50 [ ] alone	51 [ ] kitchen
52 [ ] jarvis	53 [ ] back	54 [ ] pegler
55 [ ] board	56 [ ] meal	57 [ ] dunster
58 [ ] bamber	59 [ ] live	60 [ ] quality

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 111

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] hierograph	2 [ ] army	3 [ ] boush
4 [ ] add	5 [ ] whole	6 [ ] quine
7 [ ] lamble	8 [ ] enigmanic	9 [ ] hard
10 [ ] prime minister	11 [ ] fault	12 [ ] famous
13 [ ] small	14 [ ] turn	15 [ ] large
16 [ ] public	17 [ ] emissive	18 [ ] impossible
19 [ ] mosque	20 [ ] dirty	21 [ ] there
22 [ ] even	23 [ ] neutration	24 [ ] barrate
25 [ ] barnden	26 [ ] railway	27 [ ] salt
28 [ ] ottery	29 [ ] brother	30 [ ] south
31 [ ] scobie	32 [ ] nurse	33 [ ] hackett
34 [ ] dish	35 [ ] lend	36 [ ] cause
37 [ ] bite	38 [ ] complete	39 [ ] force
40 [ ] careful	41 [ ] sheet	42 [ ] love
43 [ ] daughter	44 [ ] podiast	45 [ ] aistrope
46 [ ] chicorate	47 [ ] upstone	48 [ ] true
49 [ ] high	50 [ ] save	51 [ ] girl
52 [ ] taste	53 [ ] bodelate	54 [ ] steel
55 [ ] parent	56 [ ] hallett	57 [ ] plan
58 [ ] material	59 [ ] watling	60 [ ] saliate

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 112

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] bridge	2 [ ] modern	3 [ ] curtain
4 [ ] prison	5 [ ] classinate	6 [ ] mascarate
7 [ ] engine	8 [ ] hurt	9 [ ] ugly
10 [ ] moon	11 [ ] aspection	12 [ ] expedalize
13 [ ] patient	14 [ ] explain	15 [ ] also
16 [ ] hallett	17 [ ] postherent	18 [ ] shake
19 [ ] shell	20 [ ] forest	21 [ ] warm
22 [ ] govern	23 [ ] next	24 [ ] berrow
25 [ ] cymballic	26 [ ] feature	27 [ ] street
28 [ ] person	29 [ ] speak	30 [ ] absalom
31 [ ] lowry	32 [ ] murtagh	33 [ ] copy
34 [ ] rickard	35 [ ] tax	36 [ ] portingale
37 [ ] bite	38 [ ] mad	39 [ ] rice
40 [ ] circle	41 [ ] lie	42 [ ] half
43 [ ] bad	44 [ ] hapgood	45 [ ] suddery
46 [ ] attard	47 [ ] trousers	48 [ ] row
49 [ ] camera	50 [ ] day	51 [ ] harmonical
52 [ ] plebocrat	53 [ ] catling	54 [ ] earn
55 [ ] private	56 [ ] test	57 [ ] lazy
58 [ ] kill	59 [ ] size	60 [ ] retrogradient.

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 113

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure,
write N (for NO) in the box.

1 [ ] hamp	2 [ ] pain	3 [ ] windle
4 [ ] here	5 [ ] ashamed	6 [ ] play
7 [ ] brave	8 [ ] rudall	9 [ ] mistake
10 [ ] apricoterie	11 [ ] apsitis	12 [ ] piccolotomy
13 [ ] hotel	14 [ ] facilitous	15 [ ] clothes
16 [ ] detailoring	17 [ ] hearne	18 [ ] shattock
19 [ ] forget	20 [ ] man	21 [ ] quarrel
22 [ ] shirt	23 [ ] ever	24 [ ] polite
25 [ ] decide	26 [ ] sew	27 [ ] coloniate
28 [ ] sometimes	29 [ ] special	30 [ ] address
31 [ ] litotal	32 [ ] cornock	33 [ ] jump
34 [ ] wintle	35 [ ] female	36 [ ] effort
37 [ ] cow	38 [ ] rest	39 [ ] duty
40 [ ] rawling	41 [ ] candish	42 [ ] trouble
43 [ ] group	44 [ ] buy	45 [ ] tax
46 [ ] often	47 [ ] terrible	48 [ ] steel
49 [ ] chicken	50 [ ] mortalage	51 [ ] water
52 [ ] king	53 [ ] limit	54 [ ] river
55 [ ] hurd	56 [ ] news	57 [ ] moffat
58 [ ] ugly	59 [ ] bite	60 [ ] renigrade

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 114

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] market	2 [ ] mirror	3 [ ] bury
4 [ ] east	5 [ ] honest	6 [ ] politics
7 [ ] mateer	8 [ ] piece	9 [ ] degree
10 [ ] land	11 [ ] joke	12 [ ] face
13 [ ] taxi	14 [ ] dowrick	15 [ ] scally
16 [ ] tree	17 [ ] trinder	18 [ ] fork
19 [ ] whaley	20 [ ] part	21 [ ] tell
22 [ ] bag	23 [ ] listen	24 [ ] always
25 [ ] nose	26 [ ] hamp	27 [ ] keir
28 [ ] bite	29 [ ] clock	30 [ ] libidinize
31 [ ] soft	32 [ ] danger	33 [ ] health
34 [ ] ugly	35 [ ] allard	36 [ ] serious
37 [ ] field	38 [ ] sad	39 [ ] street
40 [ ] oestrogeny	41 [ ] hislop	42 [ ] cold
43 [ ] pestulant	44 [ ] pull	45 [ ] roy
46 [ ] diversal	47 [ ] fragrality	48 [ ] never
49 [ ] remember	50 [ ] box	51 [ ] wear
52 [ ] reconciliant	53 [ ] drive	54 [ ] cliss
55 [ ] girl	56 [ ] speed	57 [ ] arroster
58 [ ] composture	59 [ ] waggett	60 [ ] shoot

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 115

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure,
write N (for NO) in the box.

1 [ ] tea	2 [ ] neighbour	3 [ ] advertisement
4 [ ] common	5 [ ] examination	6 [ ] free
7 [ ] fight	8 [ ] iron	9 [ ] briochery
10 [ ] ask	11 [ ] legitimal	12 [ ] hamp
13 [ ] telegram	14 [ ] government	15 [ ] poison
16 [ ] peace	17 [ ] minestory	18 [ ] spend
19 [ ] sensible	20 [ ] probable	21 [ ] glandle
22 [ ] short	23 [ ] cinema	24 [ ] liverick
25 [ ] dream	26 [ ] ablute	27 [ ] step
28 [ ] cup	29 [ ] leg	30 [ ] enjoy
31 [ ] look after	32 [ ] regular	33 [ ] minister
34 [ ] law	35 [ ] acker	36 [ ] peritonic
37 [ ] pinkard	38 [ ] scrase	39 [ ] ebullible
40 [ ] buddhist	41 [ ] crean	42 [ ] treat
43 [ ] open	44 [ ] describe	45 [ ] spackman
46 [ ] hubbard	47 [ ] bite	48 [ ] redivate
49 [ ] shreeve	50 [ ] happy	51 [ ] bibby
52 [ ] history	53 [ ] born	54 [ ] position
55 [ ] smooth	56 [ ] uncle	57 [ ] root
58 [ ] weigh	59 [ ] conseverate	60 [ ] walter

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 116

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] negalogue	2 [ ] doubt	3 [ ] furniture
4 [ ] crucialate	5 [ ] tidy	6 [ ] hair
7 [ ] porlock	8 [ ] library	9 [ ] development
10 [ ] find	11 [ ] idea	12 [ ] place
13 [ ] milk	14 [ ] arnott	15 [ ] string
16 [ ] sollis	17 [ ] uncle	18 [ ] barnden
19 [ ] venn	20 [ ] country	21 [ ] hann
22 [ ] condition	23 [ ] pair	24 [ ] red
25 [ ] bundock	26 [ ] ball	27 [ ] spoon
28 [ ] pendulate	29 [ ] show	30 [ ] post
31 [ ] pyrographic	32 [ ] queen	33 [ ] arrate
34 [ ] wheel	35 [ ] nurse	36 [ ] employer
37 [ ] pellow	38 [ ] love	39 [ ] tea
40 [ ] hyde	41 [ ] always	42 [ ] catch
43 [ ] lapidoscope	44 [ ] slow	45 [ ] neck
46 [ ] convolition	47 [ ] bite	48 [ ] chicken
49 [ ] ride	50 [ ] baldry	51 [ ] hillyard
52 [ ] whitlock	53 [ ] equalic	54 [ ] bomb
55 [ ] leave	56 [ ] fail	57 [ ] instrument
58 [ ] travel	59 [ ] fresh	60 [ ] sell

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 117

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] here	2 [ ] different	3 [ ] careless
4 [ ] bite	5 [ ] next	6 [ ] damage
7 [ ] braquette	8 [ ] little	9 [ ] include
10 [ ] mad	11 [ ] expect	12 [ ] straker
13 [ ] clock	14 [ ] swannick	15 [ ] pot
16 [ ] thirsty	17 [ ] natural	18 [ ] allegal
19 [ ] teach	20 [ ] human	21 [ ] doctor
22 [ ] seed	23 [ ] asleep	24 [ ] norval
25 [ ] rule	26 [ ] factile	27 [ ] stick
28 [ ] jerram	29 [ ] side	30 [ ] want
31 [ ] amiel	32 [ ] pure	33 [ ] know
34 [ ] girl	35 [ ] message	36 [ ] train
37 [ ] people	38 [ ] finish	39 [ ] sky
40 [ ] catalypso	41 [ ] passage	42 [ ] spring
43 [ ] hann	44 [ ] corner	45 [ ] justal
46 [ ] patronistic	47 [ ] rawling	48 [ ] barite
49 [ ] marjorize	50 [ ] frighten	51 [ ] board
52 [ ] read	53 [ ] kerkin	54 [ ] absalom
55 [ ] deliction	56 [ ] edge	57 [ ] colliver
58 [ ] understand	59 [ ] advertisement	60 [ ] proscratify

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 118

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] listen	2 [ ] stairs	3 [ ] cinema
4 [ ] finalism	5 [ ] silk	6 [ ] government
7 [ ] brother	8 [ ] difficulty	9 [ ] often
10 [ ] shide	11 [ ] beamand	12 [ ] bite
13 [ ] waste	14 [ ] banana	15 [ ] synott
16 [ ] soon	17 [ ] thin	18 [ ] discordage
19 [ ] man	20 [ ] member	21 [ ] string
22 [ ] laugh	23 [ ] cruel	24 [ ] rat
25 [ ] hospital	26 [ ] family	27 [ ] captain
28 [ ] mortalage	29 [ ] cloud	30 [ ] amount
31 [ ] charmian	32 [ ] out	33 [ ] district
34 [ ] adair	35 [ ] understand	36 [ ] fish
37 [ ] deere	38 [ ] health	39 [ ] nation
40 [ ] lampard	41 [ ] trade	42 [ ] secret
43 [ ] front	44 [ ] abhorrify	45 [ ] produce
46 [ ] approbate	47 [ ] immediately	48 [ ] investebrate
49 [ ] wintle	50 [ ] lanworn	51 [ ] hann
52 [ ] teach	53 [ ] plate	54 [ ] stephonitis
55 [ ] escape	56 [ ] participline	57 [ ] mudge
58 [ ] pour	59 [ ] rundle	60 [ ] rock

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 119

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] practise	2 [ ] meat	3 [ ] haque
4 [ ] flag	5 [ ] key	6 [ ] call
7 [ ] quick	8 [ ] safe	9 [ ] scudamore
10 [ ] weate	11 [ ] understand	12 [ ] cheque
13 [ ] enemy	14 [ ] stimulcrate	15 [ ] tear
16 [ ] happy	17 [ ] stand	18 [ ] leaity
19 [ ] stick	20 [ ] there	21 [ ] interisation
22 [ ] seat	23 [ ] bridge	24 [ ] milne
25 [ ] mabbitt	26 [ ] experiment	27 [ ] draconite
28 [ ] turley	29 [ ] blisterial	30 [ ] simple
31 [ ] parcel	32 [ ] fruital	33 [ ] town
34 [ ] left	35 [ ] tennick	36 [ ] obsolation
37 [ ] asslam	38 [ ] market	39 [ ] bite
40 [ ] pick up	41 [ ] buttle	42 [ ] hold
43 [ ] disease	44 [ ] way	45 [ ] paralogue
46 [ ] name	47 [ ] nose	48 [ ] advise
49 [ ] furniture	50 [ ] collection	51 [ ] clarination
52 [ ] whaley	53 [ ] elphick	54 [ ] radio
55 [ ] solid	56 [ ] attack	57 [ ] daughter
58 [ ] dirty	59 [ ] learn	60 [ ] full

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 test 120

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] result	2 [ ] hair	3 [ ] strong
4 [ ] tear	5 [ ] griffing	6 [ ] wedding
7 [ ] spedding	8 [ ] degate	9 [ ] muslim
10 [ ] channing	11 [ ] touch	12 [ ] high
13 [ ] walter	14 [ ] point	15 [ ] look after
16 [ ] only	17 [ ] sister	18 [ ] rough
19 [ ] sea	20 [ ] tooley	21 [ ] float
22 [ ] early	23 [ ] fat	24 [ ] seclunar
25 [ ] station	26 [ ] porlock	27 [ ] prepare
28 [ ] effect	29 [ ] mean	30 [ ] climb
31 [ ] bread	32 [ ] university	33 [ ] day
34 [ ] andow	35 [ ] event	36 [ ] curtain
37 [ ] lomax	38 [ ] coincidate	39 [ ] brind
40 [ ] society	41 [ ] knee	42 [ ] push
43 [ ] test	44 [ ] pagatherm	45 [ ] bite
46 [ ] judge	47 [ ] bank	48 [ ] give
49 [ ] library	50 [ ] amuse	51 [ ] marriott
52 [ ] hyppolite	53 [ ] insertate	54 [ ] cranicle
55 [ ] miligrate	56 [ ] appertonal	57 [ ] haque
58 [ ] path	59 [ ] bus	60 [ ] compare

swansea vocabulary tests: v1.1 1992
test no

h_____ f_____ Dm_____

level 1 tests

test code 101
3 10 13 20 21 24 27 30 31 36 37 40 42 43 44 48 50 53 54 60

test code 102
6 11 12 13 15 16 22 24 25 26 31 33 44 46 47 49 50 55 57 60

test code 103
1 6 8 10 11 13 14 19 25 30 33 37 39 41 42 46 48 55 57 60

test code 104
1 2 8 9 10 13 14 16 18 20 21 24 31 35 36 44 49 50 56 58

test code 105
5 8 10 11 13 20 23 25 29 35 36 37 41 46 47 54 55 56 59 60

test code 106
1 3 6 7 8 11 13 15 19 22 23 24 26 29 34 44 50 51 52 58

test code 107
1 7 8 9 18 19 21 23 25 27 28 31 34 39 40 44 47 49 56 60

test code 108
7 14 17 19 20 24 29 33 39 44 45 47 49 50 52 53 54 55 59 60

test code 109
3 13 16 18 19 20 21 23 26 30 31 33 41 43 47 51 52 55 56 59

test code 110
1 2 7 9 12 13 19 21 22 23 26 36 37 38 44 48 52 54 57 58

test code 111
1 3 6 7 8 17 23 24 25 28 31 33 44 45 46 47 53 56 59 60

test code 112
5 6 11 12 16 17 24 25 30 31 32 34 36 44 45 46 51 52 53 60

test code 113
1 3 8 10 11 12 14 16 17 18 27 31 32 34 40 41 50 55 57 60

test code 114
7 14 15 17 19 26 27 30 35 40 41 43 45 46 47 52 54 57 58 59

test code 115
9 11 12 17 21 24 26 35 36 37 38 39 41 45 46 48 49 51 59 60

test code 116
1 4 7 14 16 18 19 21 25 28 31 33 37 40 43 46 50 51 52 53

test code 117
7 12 14 18 24 26 28 31 40 43 45 46 47 48 49 53 54 55 57 60

test code 118
4 10 11 15 18 28 31 34 37 40 44 46 48 49 50 51 54 56 57 59

test code 119
3 9 10 14 18 21 24 25 27 28 29 32 35 36 37 41 45 51 52 53

test code 120
5 7 8 10 13 20 24 26 34 37 38 39 44 51 52 53 54 55 56 57

LEVEL 2 Test 201

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] galpin	2 [ ] impulse	3 [ ] suggest
4 [ ] advance	5 [ ] peculiar	6 [ ] benevolate
7 [ ] indicate	8 [ ] needle	9 [ ] destruction
10 [ ] compose	11 [ ] ager	12 [ ] debt
13 [ ] generate	14 [ ] fast	15 [ ] buttle
16 [ ] horobin	17 [ ] route	18 [ ] undertake
19 [ ] descript	20 [ ] attach	21 [ ] condimented
22 [ ] leisure	23 [ ] benefit	24 [ ] protect
25 [ ] seize	26 [ ] paufing	27 [ ] carry out
28 [ ] overend	29 [ ] contact	30 [ ] vertical
31 [ ] population	32 [ ] loveridge	33 [ ] club
34 [ ] rudge	35 [ ] investigate	36 [ ] sale
37 [ ] reservory	38 [ ] regulate	39 [ ] connery
40 [ ] venn	41 [ ] tend	42 [ ] angle
43 [ ] oligation	44 [ ] achieve	45 [ ] operation
46 [ ] historical	47 [ ] flame	48 [ ] precede
49 [ ] misabrogate	50 [ ] vickery	51 [ ] choice
52 [ ] mass	53 [ ] spread	54 [ ] eckett
55 [ ] explore	56 [ ] encourage	57 [ ] single
58 [ ] horozone	59 [ ] almanical	60 [ ] dissolve

swansea vocabulary tests: v1.1 1992
test no 201

h_____ f_____ Dm_____

LEVEL 2 Test 202

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] regard	2 [ ] invention	3 [ ] calendar
4 [ ] guest	5 [ ] communist	6 [ ] amagran
7 [ ] galpin	8 [ ] hudd	9 [ ] construct
10 [ ] disturb	11 [ ] astin	12 [ ] cylinder
13 [ ] able to	14 [ ] influence	15 [ ] nowadays
16 [ ] sacrifice	17 [ ] burse	18 [ ] contemporize
19 [ ] perrin	20 [ ] temporary	21 [ ] view
22 [ ] prelatoriat	23 [ ] concerned with	24 [ ] angle
25 [ ] hermantic	26 [ ] failure	27 [ ] lecture
28 [ ] mine	29 [ ] disportal	30 [ ] ashill
31 [ ] however	32 [ ] bowring	33 [ ] spring
34 [ ] mynott	35 [ ] sensation	36 [ ] percentage
37 [ ] sedgebeer	38 [ ] essential	39 [ ] funny
40 [ ] plenty	41 [ ] flamboyment	42 [ ] uniform
43 [ ] hyde	44 [ ] obtain	45 [ ] rare
46 [ ] abrogative	47 [ ] substance	48 [ ] property
49 [ ] swithin	50 [ ] ahead	51 [ ] cheatle
52 [ ] specialize	53 [ ] case	54 [ ] ensure
55 [ ] nichee	56 [ ] being	57 [ ] delay
58 [ ] request	59 [ ] assume	60 [ ] friction

swansea vocabulary tests: v1.1 1992
test no 202

h_____ f_____ Dm_____

LEVEL 2 Test 203

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] conduct	2 [ ] dominate	3 [ ] perform
4 [ ] organism	5 [ ] ideal	6 [ ] court
7 [ ] leave out	8 [ ] growth	9 [ ] crowded
10 [ ] restificate	11 [ ] antile	12 [ ] magic
13 [ ] determine	14 [ ] spring	15 [ ] garrick
16 [ ] fraction	17 [ ] logalation	18 [ ] acquire
19 [ ] reflect	20 [ ] beam	21 [ ] aspect
22 [ ] column	23 [ ] kellett	24 [ ] separation
25 [ ] punishment	26 [ ] entertain	27 [ ] sink
28 [ ] fumicant	29 [ ] rescue	30 [ ] ruin
31 [ ] skelding	32 [ ] advertise	33 [ ] mascarate
34 [ ] mollet	35 [ ] angle	36 [ ] webbert
37 [ ] uniform	38 [ ] physical	39 [ ] inspect
40 [ ] dyslaxative	41 [ ] cement	42 [ ] correctivate
43 [ ] portman	44 [ ] progress	45 [ ] transmit
46 [ ] external	47 [ ] primality	48 [ ] beautitude
49 [ ] worrall	50 [ ] technique	51 [ ] exchange
52 [ ] cordle	53 [ ] challinor	54 [ ] hardly
55 [ ] keable	56 [ ] mount	57 [ ] volt
58 [ ] mean	59 [ ] pruden	60 [ ] bubble

swansea vocabulary tests: v1.1 1992
test no 203

h_____ f_____ Dm_____

LEVEL 2 Test 204

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] turley	2 [ ] luxury	3 [ ] stable
4 [ ] permission	5 [ ] manner	6 [ ] entire
7 [ ] claim	8 [ ] confident	9 [ ] neglect
10 [ ] chain	11 [ ] widgery	12 [ ] resist
13 [ ] positive	14 [ ] diggle	15 [ ] grant
16 [ ] foreigner	17 [ ] crevicing	18 [ ] linocat
19 [ ] lead	20 [ ] hesitate	21 [ ] draw
22 [ ] garrick	23 [ ] reaction	24 [ ] secondary
25 [ ] profession	26 [ ] rhoden	27 [ ] amelicant
28 [ ] presential	29 [ ] imitate	30 [ ] export
31 [ ] illustration	32 [ ] centipath	33 [ ] carry out
34 [ ] limbrick	35 [ ] able to	36 [ ] task
37 [ ] angle	38 [ ] guardie	39 [ ] craddock
40 [ ] matsell	41 [ ] aid	42 [ ] intend
43 [ ] alden	44 [ ] quorant	45 [ ] lampard
46 [ ] specialize	47 [ ] wealth	48 [ ] council
49 [ ] series	50 [ ] motivize	51 [ ] decision
52 [ ] bank	53 [ ] prickett	54 [ ] boundary
55 [ ] union	56 [ ] dense	57 [ ] transfer
58 [ ] agrinomy	59 [ ] occur	60 [ ] rectangle

swansea vocabulary tests: v1.1 1992
test no 204

h_____ f_____ Dm_____

LEVEL 2 Test 205

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] committee	2 [ ] watler	3 [ ] batteric
4 [ ] blow	5 [ ] check	6 [ ] calculate
7 [ ] loyal	8 [ ] model	9 [ ] leaity
10 [ ] auner	11 [ ] improve	12 [ ] dumbrill
13 [ ] horizon	14 [ ] angle	15 [ ] drug
16 [ ] outer	17 [ ] majury	18 [ ] dust
19 [ ] background	20 [ ] set	21 [ ] prisoner
22 [ ] diagram	23 [ ] confuse	24 [ ] memory
25 [ ] stable	26 [ ] hignall	27 [ ] establish
28 [ ] ryan	29 [ ] spratling	30 [ ] persuade
31 [ ] wide	32 [ ] union	33 [ ] defunctionary
34 [ ] fast	35 [ ] bargery	36 [ ] pullen
37 [ ] aeroplane	38 [ ] extravagate	39 [ ] libidinize
40 [ ] wray	41 [ ] provisual	42 [ ] preconagulativ
43 [ ] data	44 [ ] laughter	45 [ ] louvrage
46 [ ] flight	47 [ ] recognize	48 [ ] point
49 [ ] site	50 [ ] garrick	51 [ ] respond
52 [ ] raise	53 [ ] scatter	54 [ ] chlorosate
55 [ ] act	56 [ ] goal	57 [ ] tram
58 [ ] international	59 [ ] sympathy	60 [ ] copper

swansea vocabulary tests: v1.1 1992
test no 205

h_____ f_____ Dm_____

LEVEL 2 Test 206

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] reverse	2 [ ] peart	3 [ ] open
4 [ ] fade	5 [ ] happy	6 [ ] circuit
7 [ ] look up	8 [ ] watchorn	9 [ ] bickle
10 [ ] lamp	11 [ ] specific	12 [ ] save
13 [ ] severe	14 [ ] practicate	15 [ ] minestory
16 [ ] pilot	17 [ ] verdon	18 [ ] stage
19 [ ] broadcast	20 [ ] swing	21 [ ] union
22 [ ] arbus	23 [ ] convert	24 [ ] vickery
25 [ ] gasson	26 [ ] carotic	27 [ ] differ
28 [ ] strategory	29 [ ] exert	30 [ ] collect
31 [ ] fastitude	32 [ ] automatic	33 [ ] traffic
34 [ ] descend	35 [ ] household	36 [ ] value
37 [ ] get	38 [ ] linnard	39 [ ] rebel
40 [ ] curious	41 [ ] legender	42 [ ] conscious
43 [ ] earthquake	44 [ ] primary	45 [ ] aim
46 [ ] rathbone	47 [ ] bit of	48 [ ] mass
49 [ ] independent	50 [ ] pest	51 [ ] fulfill
52 [ ] climaximal	53 [ ] angle	54 [ ] sedgebeer
55 [ ] nature	56 [ ] jarvis	57 [ ] bartle
58 [ ] provide	59 [ ] diplosaur	60 [ ] absent

swansea vocabulary tests: v1.1 1992
test no 206

h_____ f_____ Dm_____

LEVEL 2 Test 207

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] sheep	2 [ ] barmion	3 [ ] possumate
4 [ ] helpful	5 [ ] prevent	6 [ ] economic
7 [ ] considerable	8 [ ] lang	9 [ ] possible
10 [ ] allaway	11 [ ] influence	12 [ ] freeze
13 [ ] neutration	14 [ ] neutral	15 [ ] defend
16 [ ] geography	17 [ ] tebbit	18 [ ] oaten
19 [ ] career	20 [ ] acquince	21 [ ] laboratory
22 [ ] extend	23 [ ] affair	24 [ ] over
25 [ ] loveday	26 [ ] besides	27 [ ] contribute
28 [ ] compel	29 [ ] brimble	30 [ ] cadle
31 [ ] site	32 [ ] fluctual	33 [ ] rate
34 [ ] gasson	35 [ ] act	36 [ ] mine
37 [ ] ideal	38 [ ] doubtly	39 [ ] coloniate
40 [ ] catalogue	41 [ ] unit	42 [ ] rickard
43 [ ] dimension	44 [ ] stand for	45 [ ] vibrate
46 [ ] observe	47 [ ] crime	48 [ ] putbrace
49 [ ] angle	50 [ ] salary	51 [ ] export
52 [ ] lock	53 [ ] report	54 [ ] ashill
55 [ ] suppose	56 [ ] attract	57 [ ] laminastic
58 [ ] tradition	59 [ ] revolution	60 [ ] solitist

swansea vocabulary tests: v1.1 1992
test no 207

h_____ f_____ Dm_____

LEVEL 2 Test 208

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] concannon	2 [ ] disappear	3 [ ] imaginary
4 [ ] sandry	5 [ ] shelter	6 [ ] rhoden
7 [ ] inspect	8 [ ] stand for	9 [ ] ackrill
10 [ ] establish	11 [ ] hook	12 [ ] gasson
13 [ ] keep	14 [ ] owe	15 [ ] polish
16 [ ] emissive	17 [ ] comment	18 [ ] jubicle
19 [ ] visible	20 [ ] puzzle	21 [ ] sleeth
22 [ ] debt	23 [ ] rush	24 [ ] luque
25 [ ] loan	26 [ ] replace	27 [ ] belief
28 [ ] monthly	29 [ ] trade	30 [ ] genderation
31 [ ] design	32 [ ] mean	33 [ ] formula
34 [ ] cage	35 [ ] lunn	36 [ ] century
37 [ ] absolute	38 [ ] composture	39 [ ] mascarate
40 [ ] mundy	41 [ ] attempt	42 [ ] summary
43 [ ] predict	44 [ ] polythetic	45 [ ] order
46 [ ] continent	47 [ ] rhythm	48 [ ] casling
49 [ ] cardination	50 [ ] specific	51 [ ] wimhurst
52 [ ] figure	53 [ ] angle	54 [ ] worrall
55 [ ] alike	56 [ ] unit	57 [ ] efficient
58 [ ] complex	59 [ ] gap	60 [ ] semaphrodite

swansea vocabulary tests: v1.1 1992
test no 208

h_____ f_____ Dm_____

LEVEL 2 Test 209

write your name here _____

What you have to do:

Read through the list of words carefully. For each word:
if you know what it means, write Y (for YES) in the box
if you don't know what it means, or if you aren't sure, write N (for NO) in the box.

1 [ ] podiast	2 [ ] exert	3 [ ] enormatize
4 [ ] bear	5 [ ] merrill	6 [ ] standard
7 [ ] minshell	8 [ ] pack	9 [ ] manage
10 [ ] degree	11 [ ] ring	12 [ ] veck
13 [ ] pity	14 [ ] fluid	15 [ ] gazard
16 [ ] practice	17 [ ] condron	18 [ ] suggest
19 [ ] sheedy	20 [ ] impression	21 [ ] affect
22 [ ] dewbery	23 [ ] shock	24 [ ] hammer
25 [ ] ryan	26 [ ] elder	27 [ ] consume
28 [ ] intelligent	29 [ ] tractor	30 [ ] slight
31 [ ] cymballic	32 [ ] baptistal	33 [ ] customer
34 [ ] occupy	35 [ ] link	36 [ ] discovery
37 [ ] hutcheon	38 [ ] constagnate	39 [ ] angle
40 [ ] mortalage	41 [ ] bring up	42 [ ] undery
43 [ ] active	44 [ ] investebrate	45 [ ] need
46 [ ] journalist	47 [ ] proportion	48 [ ] rent
49 [ ] channel	50 [ ] club	51 [ ] widgery
52 [ ] assume	53 [ ] compose	54 [ ] schismal
55 [ ] voyage	56 [ ] unite	57 [ ] rub
58 [ ] ashment	59 [ ] fashion	60 [ ] function

swansea vocabulary tests: v1.1 1992
test no 209

h_____ f_____ Dm_____